

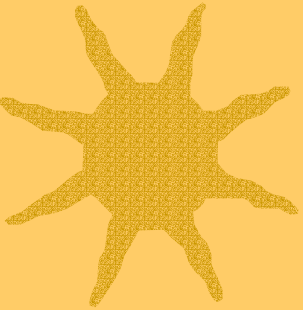


NCLB

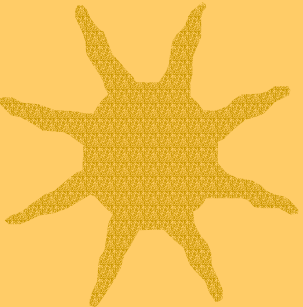
*AYP For Districts
And Buildings –
September 15-16,
2003*



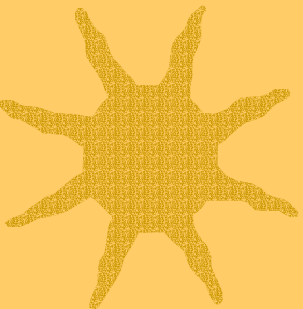
ADEQUATE YEARLY PROGRESS SCHOOL IMPROVEMENT (TITLE I)



**Challenge: Every child proficient in
reading and math by 2014**



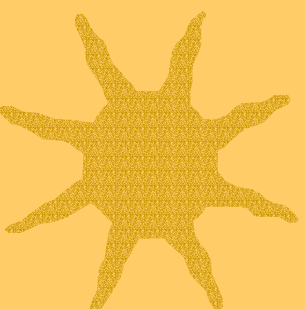
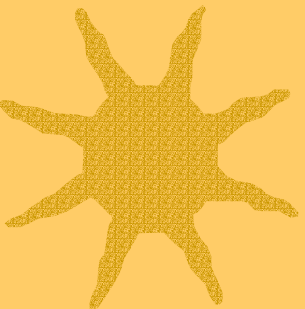
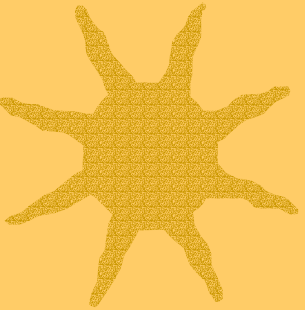
**Annual goals -- Same for all levels and
all Subgroups**



**LND (Level Not Determined) for all
subgroups not more than 5%**



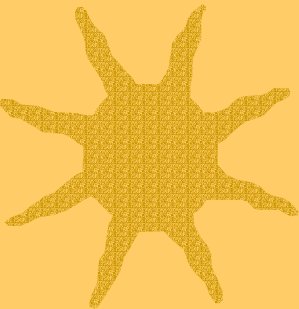
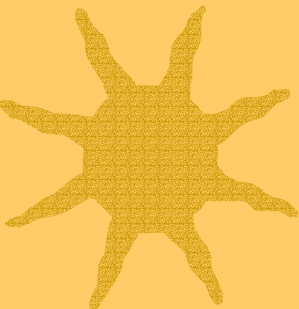
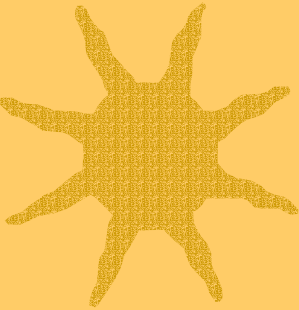
AYP for Districts and Buildings



- ★ **AYP applies to all districts receiving Title I funds**
- ★ **Districts not making AYP for 2 consecutive years will be identified for school improvement**
- ★ **Buildings receiving Title I funds not making AYP for 2 consecutive years will be identified for school improvement**



Goals and Subgroups



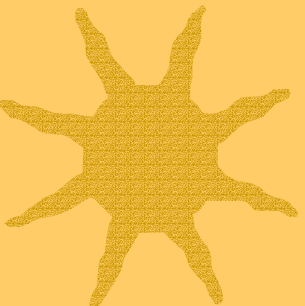
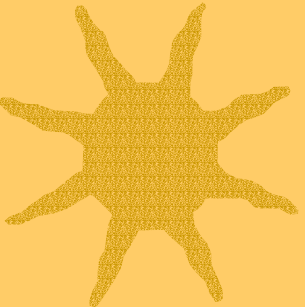
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Com Arts	18.4	19.4	20.4	38.8	39.8	40.8	59.2	60.2	61.2	79.6	80.6	81.6	100
Math	8.3	9.3	10.3	31.1	32.1	33.1	54.2	55.2	56.2	77.1	78.1	79.1	100

All	Pacific Islander	Intermediate goals – Equal increments that have all children at Proficient by 2014 LND (Level Not Determined) must not be more than 5% Other Indicators: Elementary, Middle-Attendance, High School-Graduation rate
Asian	White	
Black	Other	
Hispanic	Free and Reduced Lunch	
Indian	IEP	
LEP		

All Sub-Groups Must Make AYP In Both Subjects



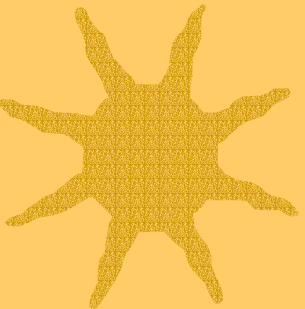
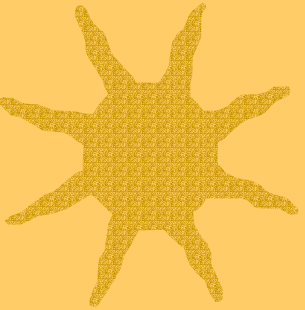
Who Is Tested And Counted For AYP?



- ★ All students take MAP even if they enroll the day before the test is given
- ★ Students enrolling in district after September count are not included in district AYP
- ★ Students enrolling in building after September count are not included in building AYP
- ★ All MAP A students must have an IEP and are included in AYP



Student Data Sheets



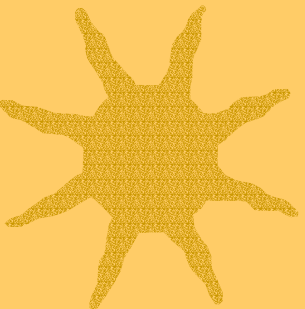
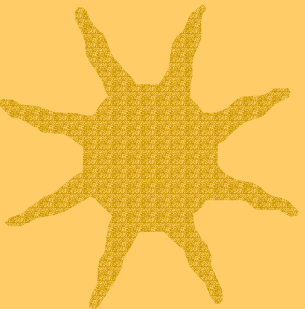
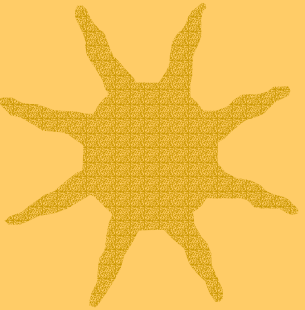
★ **MAP student data sheets
MUST be completed with
each indicator that applies
to that student - i.e.,
free/reduced, ethnicity,
IEP, LEP, etc.**



What is LND??

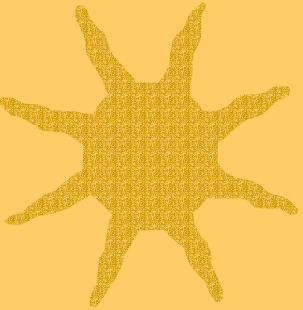
LND (Level Not Determined) = no attempt on session 1 or 2 or Terra Nova. LND for all subgroups not more than 5%

STEP ONE: A valid attempt is necessary on all three test sessions in order to receive a MAP score.



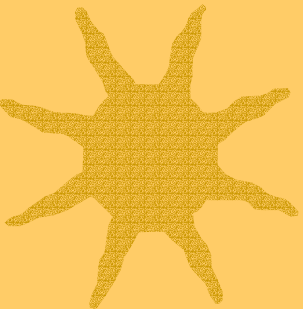


Step One Valid Attempt

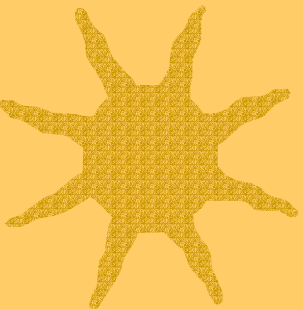


The valid attempt rules are:

★ **Session 1: any one item attempted**



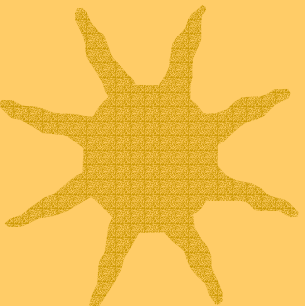
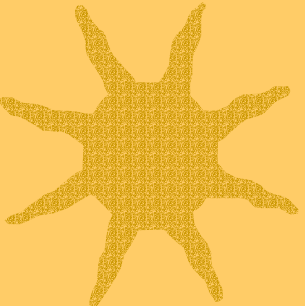
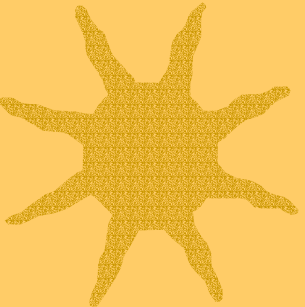
★ **Session 2: any one item attempted**



★ **Session 3: attempt any five items or
get one correct in the Terra Nova item
group**



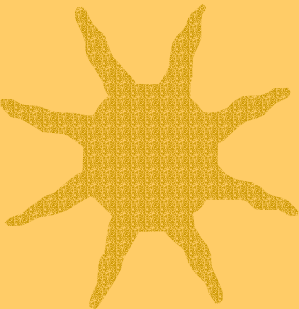
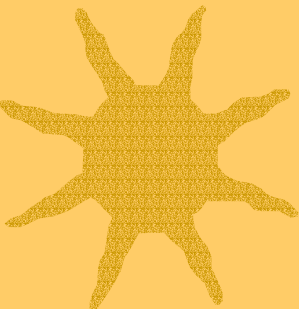
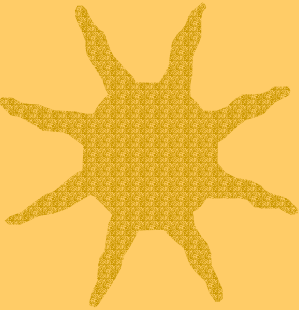
LND Subgroups



- ★ Subgroups are identified only from students in the grade levels tested (e.g., 3rd grade CA)
- ★ LND % is based only on subgroup students (e.g., Free & Reduced students in 3rd grade)



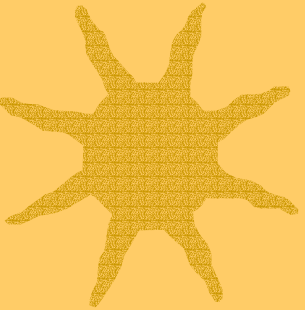
Safe Harbor



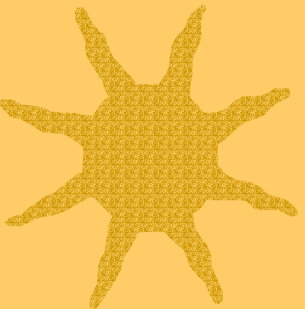
The group of all students or any of the subgroups will be considered to have made AYP if the percentage of students in that group who were not proficient or above decreased by 10 percent from the preceding school year. That group must also have made progress on the additional indicator (high school= graduation rate; elementary and middle school = attendance).



School Improvement

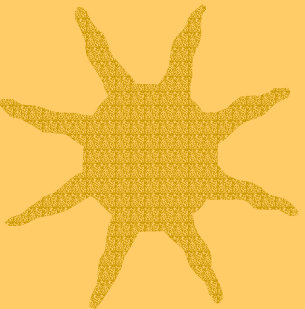


A district or building receiving Title I funds goes into school improvement after two consecutive years of not making AYP in either Math or Communication Arts



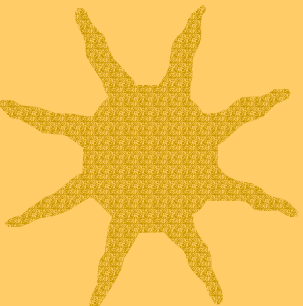
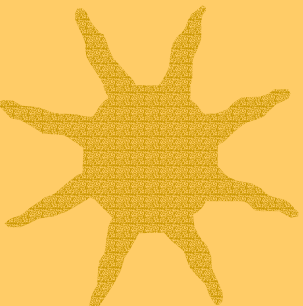
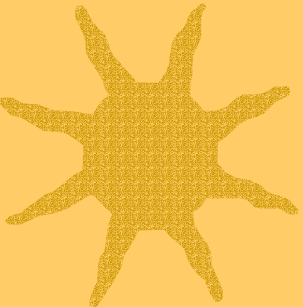
First Year in School Improvement:

- ★ **Offer school choice within district**
- ★ **Plan for making school improvement**





School Improvement Plan (1116.(b)(3)(A))

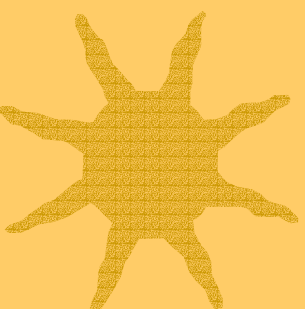
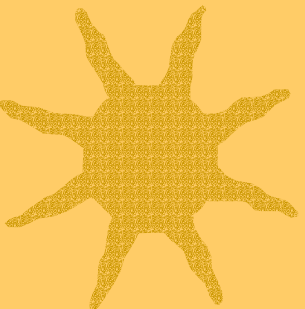
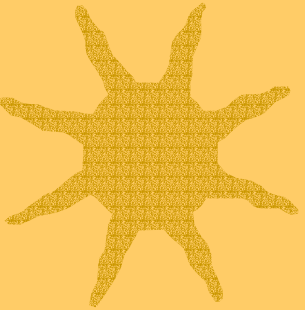


Not later than three months after being identified and in consultation with parents and staff a two year plan to include:

- 1. Research based strategies to improve student achievement in reading and math**



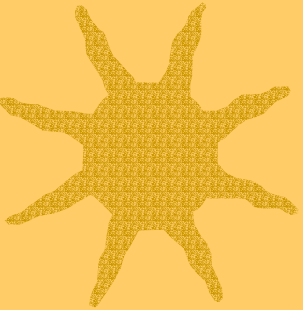
School Improvement Plan (continued)



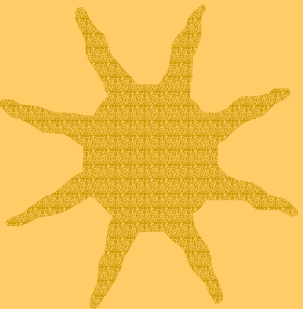
- 2. High quality professional development for teachers and principal that addresses areas causing school to be in school improvement and that all can participate in**
- 3. Specific measures the district will take to assist the school**



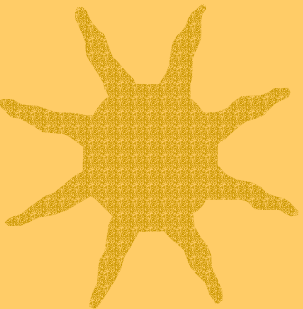
School Improvement Plan (continued)



4. Strategies to promote effective parent involvement



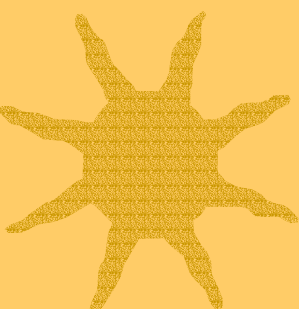
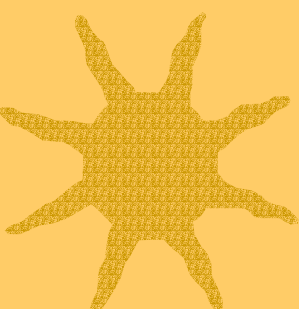
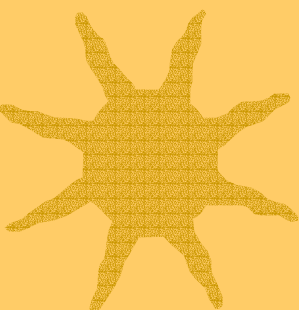
5. Strategies for extended day, week and year activities



6. Teacher mentoring program



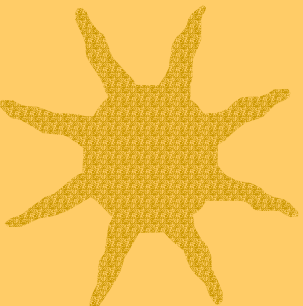
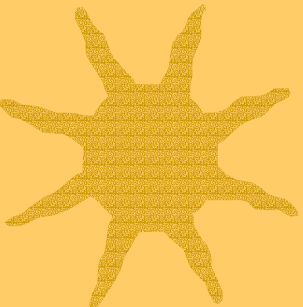
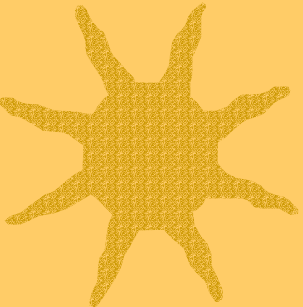
School Improvement Plan (continued)



★ a school identified for improvement, corrective action, or restructuring that makes one year of AYP does not advance to the next level of school improvement (e.g., from school improvement year 1 to school improvement year 2), but instead retains its current school improvement status and continues implementing all the requirements under section 1116 of NCLB associated with that status. Jackie Jackson, USDE



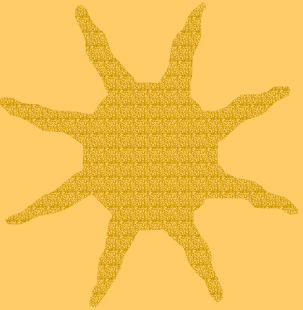
2nd Year School Improvement



- ★ Continue offering school choice
- ★ Continue implementing plan
- ★ Offer supplemental services



Timeline



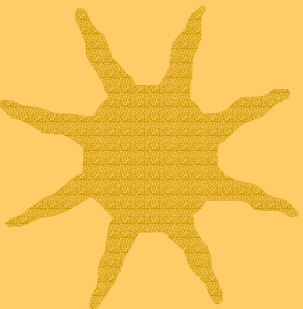
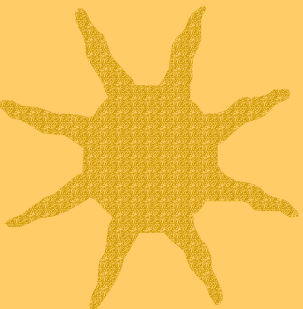
**September 2003 - Complete Grade-Level
Expectations**

**2003-2005 – Develop new Communication Arts
and Math assessments**

**Revise existing communications Arts
and Math assessments, as necessary**

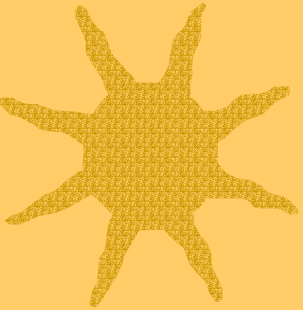
**Begin revision of MAP-Alternate
Pilot and field-test new assessments**

**Conduct standard setting for cut
scores and achievement levels for
new assessments**



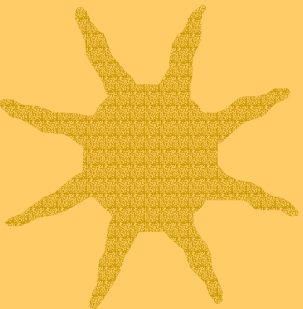


Timeline: (continued)

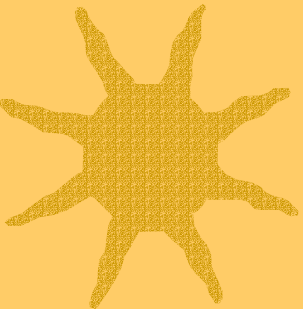


2005-2006 – Administer assessment system that includes new and revised assessments

Compile technical information

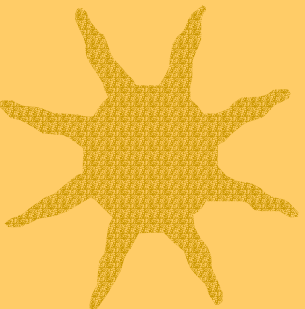
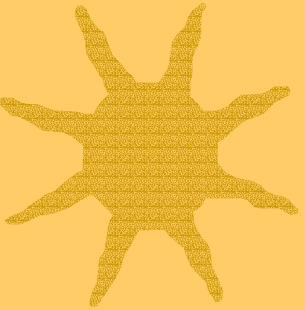


2007-2008 – Assessment system will also include Science assessments for elementary, middle, high school grade spans





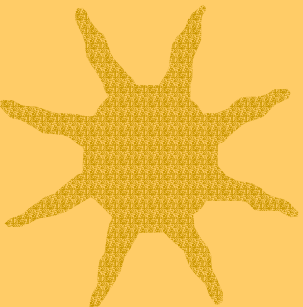
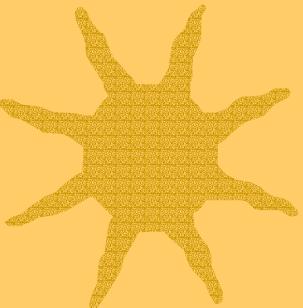
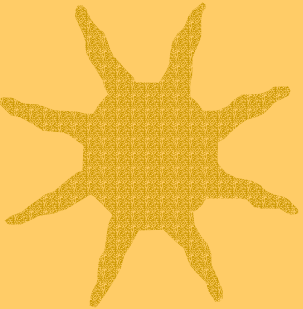
AYP Grids



- ★ **AYP information is located on APR (Annual Performance Review) page**
- ★ **<http://k12apps.dese.state.mo.us/webapps/logon.asp>**
- ★ **District data and individual building data are listed**



Definitions / Symbols

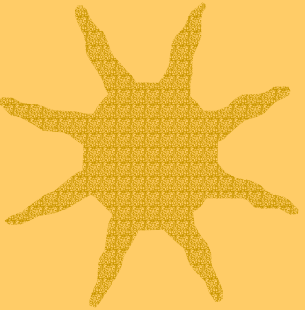


**** = Does not include
children in building or
district less than 1 year**

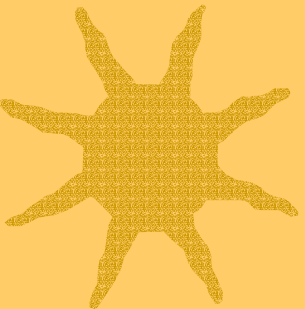
*** = Group meets cell size (30)**



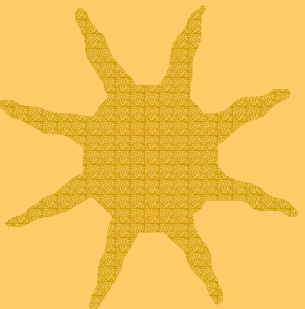
Definitions / Symbols



- = **No children assessed in this subgroup**

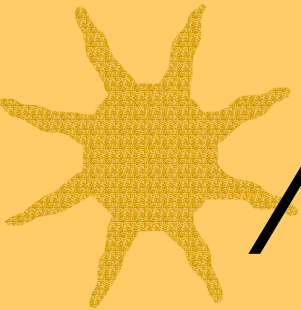


0 = **No children in this subgroup in proficient or advanced**

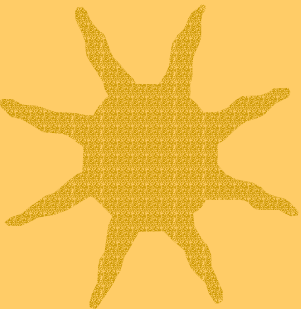
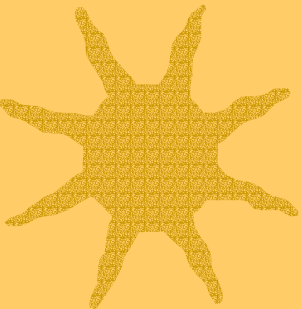




Definitions / Symbols

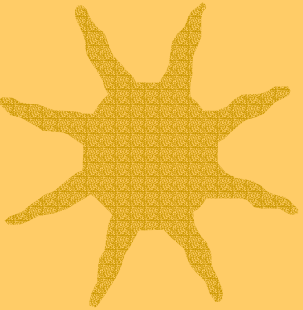


**= Fewer than 30 students
for district or building
totals – includes current
year and 2 prior years
(2003, 2002, 2001)**

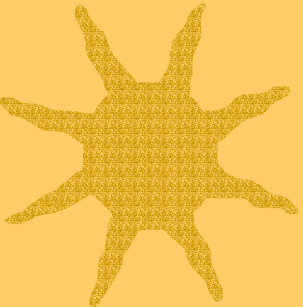




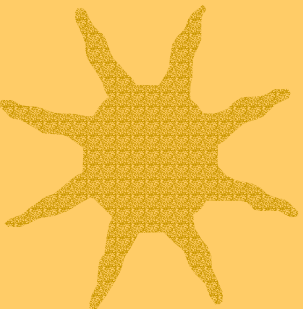
Definitions / Symbols



**LND = Level Not
Determined**

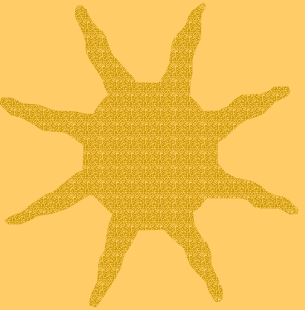


**Prof = % of students at
Proficient or Advanced for
grades assessed**

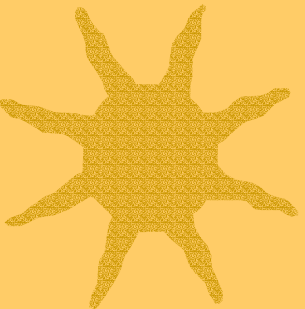




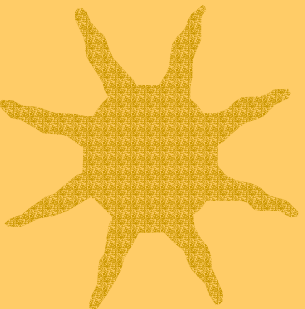
Web Resources



★ [**www.dese.state.mo.us/divimprove/fedprog/**](http://www.dese.state.mo.us/divimprove/fedprog/)



★ [**www.nochildleftbehind.gov**](http://www.nochildleftbehind.gov)



★ [**www.ed.gov**](http://www.ed.gov)

★ [**www.edtrust.org**](http://www.edtrust.org)